

TRAINING MANUAL

FOR

SPECIAL ORIENTATION PROGRAMME FOR PRIMARY TEACHERS (SOPT)

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FOREWORD

This Training Manual for Special Orientation Programme for Primary School Teachers (SOPT) has been prepared to subserve the academic and management needs of Course Directors, Resource Persons (Master Trainers, Key Persons, Resource Persons) in the training programmes. This is an essential support for the training package which has been developed by the NCERT for the SOPT under the title '**SELF-INSTRUCTIONAL PACKAGE FOR SPECIAL ORIENTATION PROGRAMME FOR PRIMARY SCHOOL TEACHERS.**'

The package is being used for training of primary school teachers under the Ministry's Centrally-Sponsored Scheme of Teacher Education. The basic purpose of this training manual is to guide trainers as to how they will conduct the stipulated sessions so as to motivate the group for gaining the best. It is expected that trainers will find this manual useful for organizing the training sessions. The training mode of different sessions is to emphasise demonstration of '**PRACTICUM**' instead of lecturing.

Professor A.K. Sharma
Director

Preface

Training Manual for "Special Orientation Programme For Primary Teachers" has been prepared for resource persons (Master Trainers, Key Persons, Resource Persons) for use in their training programmes. This is an essential support material for the training package which includes :

- 1) Print Material
- 2) ETV support
- 3) OB Kits
- 4) Additional Print Material provided at the centre for reference and use.

Resource Persons must appreciate this fact that any training programme organised in a slipshod manner or half heartedly will be an utter failure. The basic purpose of this training manual is to provide guidelines to resource persons as how serious they will take:

- i) interactive mode of discussion.
- ii) demonstrate activities before their target group as suggested in the training package.
- iii) involve the target group in self-doing exercise through activity sheet/assignment in group or individually.
- iv) link the print contents with ETV and OB kit support or locally made teaching aids.
- v) involve the target group in reading additional material provided at the training centre.

- vi) obtain feedback from the target group about the transfer of competencies in between and after the transaction of module.
- vii) motivate the group for gaining the maximum from training.

Needless to say that the trainers have to demonstrate before the group that learning at the primary stage is by active-involvement of the learner in understanding the 'contents' and also building capacities and potentialities in the learner. Similar is the situation of the primary teachers who have to master the contents, teaching-methodologies and competency building in the curricular areas as prescribed. It is expected that resource persons will demonstrate rather 'lecture' in training session. They will make full use of the training package. This training manual provides in 'outline' (because each and every step of the training process can't be put into words here) as how a particular training session is to be handled by the trainers. The sequence of write-up follows the pattern and sequence of the training schedule for each session and the total sessions of each subject area. Besides that, introductory portion of the manual also provides basic philosophy, approach, training mode and guidelines specific to the Course Directors and Resource Persons.

In the field, resource persons are the masters of the situation. Their own resourcefulness, commitment, experience and the feedback would lead to a purposeful, endeavour and help in full measure to achieve the objectives of this programme.

Special Orientation Programme For Primary Teachers (SOPT)

1. INTRODUCTION

Special Orientation Programme for Primary Teachers to be known as 'SOPT' is a centrally sponsored scheme under the Ministry of Human Resource Development, Government of India. National Council of Educational Research and Training (NCERT) has been entrusted the responsibility for its planning, programming, organisation, conducting and monitoring besides providing academic inputs. At present, the Department of Teacher Education and Special Education in NCERT is coordinating the programme in cooperation and collaboration with its other constituent departments, i.e. Department of Pre-Primary and Elementary Education, Central Institute of Educational Technology, Regional Colleges of Education (Ajmer, Bhopal, Bhubaneswar and Mysore) and Field Advisers.

SOPT was launched from the year 1993-94 in the country on massive scale with a physical target of covering, 4.5 lac primary school teachers each year. The programme will run in the remaining years of eighth five year plan,

2. Training Mode :

The major focus of training is to :

- (1) provide competencies as envisaged in the National Report on Minimum Levels of Learning (NCERT, 1991).
- (2) develop competencies in the use of OB material supplied to primary schools in the country under Operation Blackboard (OB) scheme.

- (3) encourage teachers to adopt child-centred approach to learning.
- (4) encourage participation of trainees through interactive mode of training with a focus on skill and activity-based teaching-learning process.

3. Organisation of Training :

Training is phased under a mode which has a hierarchical order. Experts and pedagogists of NCERT provide training to key persons of the state nodal agencies. Key persons train resource persons and resource persons in turn primary school teachers. Majority of them are those teachers who are serving in the primary schools and have been appointed under OB scheme.

SIE/SCERTs in the States/UTs are the nodal agencies for executing the training programme. State nodal agencies have established training centres for resource persons and primary teachers selected on a stipulated criteria of availability of physical facilities at these centres.

Training of key persons is kept for five days and for resource persons and primary teachers it is for seven days under a stipulated time table (see Appendix A & B).

4. Training Material :

A special "Self-Instructional Package" has been developed by the experts containing sixteen modules on different contextual themes and curricular areas specific to primary stage. Some of the modules address basic strategies and concerns incorporated in the National Policy on

Education 1986 (revised, 1992) and Programme of Action (1992). The focus is on bringing about qualitative change in the teacher training programme at the primary stage.

The modules which discuss these contextual themes are :

1. Operation Blackboard Scheme
2. Minimum Levels of learning : Concepts and Role of Primary School Teachers
3. Comprehensive and continuous Evaluation at Primary stage.
4. Developing school Readiness in children : Guidelines and Activities
5. Creating a school climate for Effective Teaching-Learning
6. Education of Special groups
7. Role of Teachers in Girl's Education and Women's Empowerment
8. Value Education
9. Multigrade Teaching.

The above modules are considered as a part of general approach and policy-orientation in teaching-learning strategies which address national concerns, hence a primary teacher is to be kept abreast with orientation and sensitisation towards these. It is expected that in training, part of the sensitisation[&]/Orientation will be by 'Self-reading' by teachers, resource persons and key persons and part of it will be covered under training sessions through interaction, exemplar activity and demonstrative practice.

The second part of the training package contains modules on curricular areas viz :

1. Teaching of Language (Mother Tongue and English as First Language).
2. Teaching of Mathematics : Concepts and strategies.
3. Teaching of Environmental Studies-I (Social studies).
4. Teaching of Environmental Studies-II (Science): Concepts and Strategies.
5. Art Education

6. Health and Physical Education
 7. Work Experience at Primary Level: Concept & Activities
- The training session for these seven modules have been well laid out in the time table.

This training manual describes the transaction mode for the training package as laid out in the training schedule for all the target groups.

5. Guidelines :

Here we provide guidelines for Course Directors and Resource Persons which they are expected to follow so as to fulfil the objectives of the SOPT to the maximum.

A) Guidelines for Course Directors :

Course Directors have to be those who have undergone training as 'Key persons/resource persons' as the case may be. One of the senior faculty member among key persons/resource persons is to serve as course Director in resource persons/primary teachers training respectively. He/she is to direct the training programme in such manner as to ensure :

- o physical facilities available for training and training personnel.
- o display of training material at the centre for reference (see the list at Appendix C)
- o planning in advance so as to conduct training programme smoothly and effectively.
- o networking of the training centre with primary schools down the line and resource centre above.
- o participation, attendance, punctuality and follow-up training schedule.
- o supply of training package, stationary, VCR, TV, ETV support, Blackboard, Teaching aids and other material necessary for the training.
- o provision of budget, disbursement of expenditure on training, preparation of accounts and submission thereof to the state nodal agency as per guidelines.

- o training mode as stipulated in the Training Manual. Course Directors are supposed to take one or two training sessions along with other resource persons on a mutually agreed subject area .
- o evaluating training programmes in accordance with the monitoring proforma provided (see Appendix D) and provide feedback to SNAs for necessary corrective measures.

B) Guidelines for Resource Persons

- read the module in advance and assimilate the training mode as per instructional manual.
- avoid lecture method.
- encourage interactive mode of discussion with trainees.
- provide exemplar activities and demonstrate.
- involve the trainees in demonstration.
- integrate ETV and OB support at appropriate time and sequence (see Appendix E)
- provide self-doing exercises to trainees for reinforcement and provide guidance for further follow-up.
- prepare activity sheet for reinforcement exercises.
- ~~prep~~ Obtain feedback of learning difficulties in the relevant curricular areas and discuss with trainees 'ways and means' to overcome these difficulties.
- report 'your observations' on this feedback to Course Director.

6. Training Schedule :

A) For key persons :

There are 19 sessions (excluding valedictory session).
The break up of these sessions are given as under :

I. General Awareness sessions

Sessions : Three

- i) SOPT scheme in general
- ii) Use of OB material
- iii) MLL Approach in the context of child-centred approach.

Experts are to ~~xxx~~ emphasise here

- the major focus of SOPT programme as listed under para two under this Manual. The focus is on the use of OB material, Mathematics kit, Science Kit , Mini Tool kit, social study material, etc.
- discuss the MLL concept in terms of
 - a) Learning (b) Level (c) Minimum (d) in-built comprehensive and continuous evaluation of the first three sub concepts (e) Expected attainment
- discuss child-centred approach in relation to child participation, activity and problem-based teaching-learning environment (which demands exemplar activities drawn from the immediate learning environment of the learner and linking these exemplars by demonstration).

7. Support Material :

Refer here the following training modules

I. Print Package

- i) Operation Blackboard scheme
- ii) Minimum Levels of Learning: Concepts and Role of primary ~~Stage~~ school teachers
- iii) Comprehensive And Continuous Evaluation at Primary Stage
- iv) Developing School Readiness in Children : Guidelines And Activities
- v) Creating a School Climate for effective Teaching-Learning
- 2. Video Programmes on OB Kit (displayed at the Training Centre).
- 3. Other Print material displayed by the training centre.

II. Teaching of Languages Sessions

Sessions : Three

For details see guidelines given for training of Resource persons/primary Teachers under the relevant subject area.

III. Teaching of Mathematics Sessions

Sessions : Three

For details see guidelines given for training of Resource Persons/Primary Teachers under the relevant subject area.

IV. Art Education Session

Session : One

For details see guidelines given for training of Resource Persons/Primary Teachers under the relevant area.

V. Teaching of EVS-I (Social Studies) Sessions

Sessions : Two

For details see guidelines given for training of Resource Persons/Primary Teachers under the relevant areas.

VI. Teaching of EVS-II (Science) Sessions

Sessions : Three

For details see guidelines given for training of Resource Persons/Primary Teachers under the relevant area.

VII. Multigrade Teaching Session

Session : One

For details see guidelines given for training of Resource Persons/Primary Teachers under the relevant area.

VIII. Comprehensive and Continuous Evaluation Session

Session : One

The session should be devoted to practical work which include the activity related to the development of items in Cognitive Domain.

Cognitive Domain

Construct Achievement Test by Instructional Objectives- Knowledge, Understanding, Application in different subject areas.

Psycho-motor Domain

Discuss and develop the FORMAT for subjects like Work experience, Art Education and Health & Physical Education under five-point rating scale:

Grade A: Extraordinary Performance

Grade B: Excellent Performance

Grade C: Good Performance

Grade D: Average Performance

Grade E: Just satisfactory Performance

Below Minimum : Needs improvement in Performance

These rating scales could be made understood by designing a Format through exemplar activities viz : drawing work; craft work, paper-cutting, recital, dance, song, health status, participation in games and sports, etc.

Affective Domain
or
Socio-Emotional
Characteristics

This relates to Habit/Practice having a direct bearing on socio-emotional characteristics of the subject in question. Habit/Practice/Interest/Attitudes/values are areas which may be covered under this domain. The scale points can be described in ways like this :

Exemplar : If a Habit/Practice of the cleanliness is assessed then grading may be used as under :

Grade A : Means "ALWAYS"

Grade B : Means "OFTEN"

Grade C : Means "NORMAL"

Grade D : Means "SOME TIMES"

Grade E : means "RARELY"

Work-Experience Session

Session : One

For details see guidelines given for training of Resource Persons/Primary Teachers under the relevant area.

Health & Physical Education Session

Session : One

For details see guidelines given for training of Resource Persons/Primary Teachers under the relevant area.

Training Schedule for Resource Persons/Primary Teachers

This is a seven days training programme to be conducted in 27 sessions (excluding one session for valedictory).

The programme guidelines are indicated below which should be followed.

GENERAL AWARENESS SESSIONS:

Sessions : Four

There are four sessions devoted to "General Awareness" containing the following areas :-

- i) Child-centred Approach including use of OB material
- ii) Minimum Levels of Learning.
- iii) Continuous and Comprehensive Evaluation at Primary Stage.
- iv) School Readiness

Training session for each aspect should be conducted as per given guidelines that follows :

First Session : Concept of Child-centred Approach

A. Points of Intervention/Interaction

Face to Face discussions with regard to the following elements

- Concept and need
- Using local environment for teaching-learning

- Scheme to provide essential teaching-learning material to primary schools.

1. Child-centred Approach : Elements

- i) Understanding that every child's learning has to be facilitated.
- ii) Identification of learning needs of each child
- iii) Meeting the learning needs of every child

2. Relating teaching-learning process to the environment :

- i) Identification of the related items of natural and local environment
- ii) Exemplars of possible situations where some of them can be used

3. OB Scheme : Need and Implementation

B. Support Material : 1. Print Package

Operation Black Board Scheme
at Sr. No. 1

2. ETV Support

- i) Set of OB material supplied to schools (to be displayed at the venue of orientation programme)
- ii) Video Programme on the use of

Second Session : Minimum Levels of learning

A. Points of Intervention/Interaction

- Concepts
- Why ?
- Salient Features
- Competency based teaching and evaluation : Exemplar activities of competencies from any curricular areas

B. Support Material : Print Package

Minimum levels of learning :
concepts and role of Primary
school teachers at Sr. No. 2

Third Session : Comprehensive and Continuous Evaluation
at Primary Stage.

A. Points of Intervention/Interaction

- Concept : Defining the terms
- Purpose and scope : Approach of teaching and learning at the primary stage
- Methodologies of comprehensive and continuous evaluation : to provide exemplars
- Activity (Areawise) : Assessment card of comprehensive & continuous evaluation.

Areas

- i) Physical health : Cumulative records of health status
- ii) Scholastic : Oral, written and practicals
- iii) Organising curricular activities
- iv) Interest
- v) Attitudes
- Self doing exercise for teachers (Trainees)

B. Support Material : Print Package

Comprehensive and Continuous

Evaluation at Primaty Stage at Sr.No.3.

Fourth Session: Developing School Readiness

A. Points of Intervention/Interaction

- concept and need
- components of readiness programme
- Activities : Exemplar Activities
- Schools climate : Need and ways to create school climate for effective teaching - learning.

B. Support Material: 1. Print Package

- 1) Developing school readiness in children; Guidelines and Activities at Sr. No.4.
- ii) Creating a school climate for effective teaching-learning at Sr.No.5.

2. ETV support

- 1) School Readiness (working title)
- ii) Head start

LANGUAGE TEACHING (MOTHER TONGUE : HINDI) SESSIONS

First Session : Teaching of Mother tongue (Listening and Speaking skills)

A. Points of Intervention/Interaction

- Discussion on the listening and speaking skills developed in the children of classes I-V.
- Strategies for developing the listening and speaking skills
- Exemplar activities (demonstration)

**Second and Third Sessions : Teaching of Mother tongue
(developing of reading skills)**

A. points of Intervention/Interaction

- Discussion on the reading skills to be developed in the children of classes I-V.
- Strategies for developing the reading skills in the children of classes I-V.
- Exemplar activities (demonstration)

Fourth Session : Teaching of Mother Tongue (developing of writing skills)

A. Points of Intervention/Interaction

- Discussion on the writing skills to be developed in the children of classes I-V
- Strategies for developing the writing skills in the children of classes I-V
- Exemplar activities (demonstration)

Fifth Session : Teaching of Mother tongue (Evaluation of Mother tongue)

A. Points of Intervention/Interaction

- Techniques of comprehensive and continuous evaluation
- Using the evaluation results for planning for further activities (Exemplars to be taken from the module)

B. Support Material : 1. Print Package

Matra Bhasha Shikshan at
Sr. No. 10.

2. ETV Support

- i) Batuni Kachua (Listening and comprehensive skills)
- ii) Pyasa Kowa (Recitation-Listening skills)
- iii) Bhasha Shikshan (Listening, speaking, reading, writing and evaluation of all the four skills)
- iv) Phir Gadhe Se Gadha (Listening skills, dramatization)
- v) Akshar Matra : Aa Ka Danda (writing skill)

LANGUAGE TEACHING (ENGLISH AS FIRST LANGUAGE) SESSIONS

Note: Resource Persons may follow transaction mode for English language teaching (First language) on the basis of the guidelines as suggested in the module on the subject entitled "Teaching of Language (English)" by P.K.Chakravorty in the Print Package (English version). The major Intervention/Interaction should be followed up as suggested in the module with respect to the following elements

- i) Discussion
- ii) Strategies
- iii) Exemplar activities (demonstration)
related to listening, speaking, reading, writing
and evaluation of all the four skills.

TEACHING OF MATHEMATICS SESSIONS

First and Second Sessions: Teaching of Mathematics (Number and Numeration)

A. Points of Intervention/Interaction

- Discussion on main ideas
- Strategies for developing the concepts
- Exemplar activities (Demonstration)
- Demonstration of kit items related to numbers and numeration.

Third Session: Teaching of Mathematics (Concepts of Fractions and Decimals)

A. Points of Intervention/Interaction

- Discussion on main ideas
- Strategies for developing the concepts
- Exemplar activities (demonstration)
- Demonstration of kit items related to Fractions and Decimals.

Fourth Session : Teaching of Mathematics (Measurement and Geometrical concepts)

A. Points of Intervention/Interaction

- Discussion on main ideas
- Strategies for developing the concepts
- Exemplar activities (demonstration)
- Demonstration of kit items related to Measurement and Geometrical concepts.

Fifth Session : Teaching of Mathematics (Evaluation)

A. Points of Intervention/Interaction

- Techniques of evaluation in mathematics
- Development of Model Exercises for evaluating different concepts

B. Support Material : 1. Print Package

Teaching of Mathematics: Concepts and Strategies at Sr. No. 11

2. ETV support

- i) Use of Maths kit : Spike Abacus
- ii) Use of Maths kit : Fraction Disc
- iii) Zero Ganit Ka Hero
- iv) Decimal Fractions: Part I & II

3. Mathematics Kit

TEACHING OF ENVIRONMENTAL STUDIES-I (SOCIAL STUDIES) SESSIONS

First Session: Environmental Studies-I(Concepts and Teaching-learning strategies)

A. Points of Intervention/Interaction

- Concepts and salient features of environmental studies (Participatory discussions)
- MLL in environmental studies -I (Participatory discussions)
- Teaching-learning strategies (Participatory discussions)

Second Session: Environmental Studies-I (Evaluation Techniques)

A. Points of Intervention/Interaction

- Discussion on evaluation techniques
- Development of exemplar test items

Third Session: Environmental Studies-I(Use of Teaching Aids)

A. Points of Intervention/Interaction

- Exemplar activities related to the use of maps, globes, charts(Demonstration)

B. Support Material: 1. Print Package

Teaching of Environmental Studies I
(Social Studies) at Sr. No.12.

2. ETV support

- i) Naksha Kya Hai
- ii) Nakshe Ko Kaise Padhen
- iii) Nakshe Se Madad
- iv) Bharat Ka Naksha

3. OB Material

- a) Maps-District, State, Country and World

- b) Globe
- c) Charts

TEACHING OF ENVIRONMENTAL STUDIES-II(SCIENCE) SESSIONS

First Session: Environmental Studies-II(Concepts, Teaching-Learning strategies and evaluation techniques)

A. Points of Intervention/Interaction

- Need and significance of EVS-II (Science) at primary stage
- MLL at primary stage
- Teaching -learning strategies using resource material
- Evaluation Techniques(Developing exemplar test items)

Second Session: Environmental Studies-II (The Living World)

A. Points of Intervention/Interaction

- Major concepts
- Subconcepts
- Transaction strategies - Exemplar activities (demonstration)

Third Session: Environmental Studies-II (Teaching-learning strategies "Nature Walk")

Note: Resource Persons should take the group outside the campus and discuss elements of environment in relation to science concepts.

Fourth Session: Organising Activities in EVS-II

A. Points of Intervention/Interaction

- Exemplar activities; using materials available in the immediate environment (Demonstration)

B. Support Material: 1. Print Package

Teaching of Environmental Studies -
II (Science) : Concepts and Strategies
at Sr. No.13.

2. ETV support

1) Learning through Environment

ii) Jheel Ke Kinare Ek Din

iii) Primary Science Kit: Part I & II

iv) Learning through ENV: Rocks & Soil

3. OB Science Kit

ART EDUCATION SESSIONS

First and Second Sessions: Art Education

A. Points of Intervention/Interaction

- Aims and scope of Art Education
- Areas of activities
- Teaching - learning strategies; Exemplar activities (Demonstration)
- Developing values among children through art as the media

B. Support Material: 1. Print Package

Art Education at Sr. No.14.

2. ETV Support

- i) Art Education
- ii) Creative & Aesthetic development
- iii) Mook Abhinaya Part -I

HEALTH AND PHYSICAL EDUCATION SESSIONS

First Session: Health and Physical Education (Health Education)

A. Points of Intervention/Interaction

- Concept of Health Education
- Teaching-learning strategies: Exemplar activities
(Demonstration)

Second Session: Health and Physical Education (Physical Education)

A. Points of Intervention/Interaction

- Concepts of Physical Education
- Teaching-learning strategies: Exemplar activities
(Demonstration)

B. Support Material: 1. Print Package

Health & Physical Education at
Sr. No.16

2. ETV Support

- i) Child to Child
- ii) Chalen, Bojha Uthayen
Baithen Kaise

WORK EXPERIENCE SESSION

A. Points of Intervention/ⁿInteraction

- Concept and scope of work experience at Primary stage
- Selection of activities for work experience at primary stage (Demonstration)

B. Support Material: 1. Print Package

Work experience at primary level:
Concept and Activities at Sr.No.15

2. ETV Support

- i) Kumbh Ki Kahani
- ii) Banao Aur Jane: Kagaz Ka Bhanwara
- iii) Banao Aur Jane: Kagaz Ki Pee-Pee
- iv) Banao Aur Jane: Aloo Ki Machine

MULTIGRADE TEACHING SESSION

A. Points of Intervention/Interaction

- Concepts: Participatory discussion related to the problems of classroom management, preparation of time schedule, teaching-learning strategies and organization of school work.
- Teaching-learning strategies
- Exemplar activities (Demonstration)

B. Support Material: 1. Print Package

Multigrade Teaching at Sr. No.9

2. ETV Support

Looking at learning-I

Additional Resource Material to be made
available for display at the Training Centre,

Print Material

- i) Programme of Mass Orientation of School Teachers (in the context of the scheme of Operation Black Board) - Awareness Package - Vol.I, NCERT, 1991.
- ii) Programme of Mass Orientation of School Teachers (in the context of Operation Black Board Scheme) Performance Package - Vol.II, NCERT, 1991.
- iii) Teacher's Handbook on Environmental Studies - Science: Classes - III, IV and V, National Council of Educational Research and Training, 1988.
- iv) Minimum Levels of Learning at Primary Stage: Report of the Committee set up by the MHRD, NCERT, 1991.

Programme of Special Orientation of Primary Teachers(SOPT)

Monitoring Proforma

I. Identification Data State/UT.....Distt.....

- i) Postal address of the centre:
- ii) Category of Trainees:Resource Persons/Primary Teachers
(Tick whichever is applicable)

II. Training Inputs

A. Physical Facilities (Tick whichever is applicable)

- i) Camping facilities: Residential/Partly residential/Day
- ii) Seating arrangement in the classroom:Poor/Satisfactory/
Good
- iii) Furniture: Poor/Satisfactory/Good
- iv) Space for group work: Poor/Satisfactory/Good
- v) Space for work experience activities:Poor/Satisfactory/
Good
- vi) Availability of print material: Yes/No
- vii) Availability of OB material: Yes/No
If yes, then its usability for demonstration:
Poor/Satisfactory/Good
- viii) Availability of blackboard, chalk,duster etc.: Yes/No

B. Remarks of the visiting officer on the Specific Session
Observed

- i) Number of trainees present in the session:
- ii) Interaction of the participants with the resource person: Poor/Satisfactory/Good (Tick Whichever is applicable)
- iii) Adherence to time table: Yes/No
- iv) Title of the module being transacted: .

- v) Comprehensibility and usefulness of the content of the module being transacted: Poor/Satisfactory/Good
(Tick whichever is applicable)

- vi) Audio-Visual and media used in transacting the module:

| category | Please write specific name/ title of the aid under each category | Whether rele- vant to the content of the module Yes/No |
|----------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------|
| ----- | ----- | ----- |
| a) Hand made Models | | |
| b) Films/Video Programme | | |
| c) Use of the environment | | |
| d) OB Kits | | |
| e) Activities (Demonstration) | | |
| C. Other Observations/Remarks | | |

Name and Designation of the visiting
Officer with date

Central Institute of Educational Technology
(N.C.E.R.T.)

ETV Programmes for SOPT Project

| <u>Subject/Board</u> | <u>Programme Title</u> | <u>Duration</u> | <u>Language</u> |
|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------|----------------------------------------------------|
| Developing School Readiness in Children guideline & activities Creating a school climate for effective Teaching learning. | 1.School Readiness (Working title) | 30 mts. | Hindi |
| | 2.Head start | 17'34" | Hindi/English/Telugu |
| | 3.Looking at learning Pt.I -Project work in a single teacher school | 27 mts. | Hindi/English/Oriya Marathi/Gujarati |
| | 4.Looking at learning Pt.II -Science teaching in a primary school. | 21 mts. | Hindi/English/Oriya Marathi/Gujarati/ Telugu |
| | 5.Looking at Learning Pt. III -Play in a single teacher school. | 24'25" | Hindi/English/Oriya Telugu/Gujarati/ Marathi |
| Education of Special Groups | 6.Dishayen Part.I | 19 mts. | Hindi |
| Girls Education | 7.Mein Bhi Padhungi | 8'6" | Hindi |
| | 8.Subah Ho Rahi Hai | 11'31" | Hindi |
| | 9.Leela Part-I | 12'56" | Hindi |
| | 10.Meena Count Your Chikens | 13'18" | Hindi |
| Value Education | 11.Kabootar Aur Madhuma-khiyan | 8 mts. | Hindi |
| | 12.Nandu Ka Inam | 14'15" | Hindi |
| | 13.Med Ka Ped | 8'52" | Hindi |
| Multigrade Teaching | 14.Looking at Learning-I | 27 mts. | Hindi/English/Or Telugu/Gujarati/ Marathi |
| Teaching of Language (Hindi) | 15.Batuni Kachua | 7'30" | Hindi |
| | 16.Pyasa Kowa | 5'11" | Hindi |
| | 17.Bhasha Shikshan | 30 mts | Hindi |
| | 18.Phir Gadhe Se Ghadha | 13'24" | Hindi |
| | 19.Akshar Matra; Aa Ka Danda | | |

| | | | |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------|-----------------------------------------|
| VIII. Teaching of Maths Concept & Strategies | 20. Use of Maths Kit: Spike Abacus | 25'40" | English |
| | 21. Use of Maths Kit Fraction Disc. | 25'6" | English |
| | 22. Zero Ganit Ka Hero | | Hindi |
| | 23. Decimal Fractions: Part-I | 19 mts | Hindi/Oriya/Marathi Telugu |
| | 24. Decimal Fractions: Part-II | 13 mts | Hindi/Oriya/Telugu/ Marathi/Gujarati |
| IX. Teaching of Environ- mental Studies - Social Studies Science | 25. Naksha Kya Hai | 14'14" | Hindi |
| | 26. Nakshe Ko Kaise Padhen | 13'13" | Hindi |
| | 27. Nakshe Se Madad | 23'8" | Hindi |
| | 28. Bharat Ka Naksha | 13'40" | Hindi |
| X. Teaching of Environ- mental Studies/Science -Science | 29. Parivesh Se Shiksha -Learning through ENV | 29'17" | Hindi |
| | 30. Jheel Ke Kinare Ek Din | 20 mts. | English |
| | 31. Parivesh Se Shiksha Chattan Aur Mitti -Learning through ENV: | 17 mts. | Hindi |
| | Rocks & Soil | 17 mts. | English |
| | 32. Primary Science Kit: Part I & II | | Hindi/English |
| | 33. Creative and Aesthetic Development | 23 mts | Hindi/English |
| XI. Art Education | 34. Art Education | 22 mts | English |
| | 35. Mook Abhinaya Pt. I | 18 mts | Hindi |
| | 36. Kumbh Ki Kahani | 14'32" | Hindi |
| XII. Work Experience at Primary Level: Concepts & Activities | 37. Banao Aur Jano -Kagaz Ki Pee-Pee | 20 mts | Hindi |
| | 38. Banao Aur Jano -Kagaz Ka Bhanwara | 17'35" | Hindi |
| | 39. Banao Aur Jano: -Aloo Ki Machine | 12'35" | Hindi |
| | 40. Swasthya Siksha Ka Ek Aayam: Bachche Se Bachche Tak -Child to Child | 22'11" | Hindi |
| | 41. Chalen, Bojha Uthayen Baithen Kaise | 18'11" | English Hindi |
| XIII. Health and Physical Education | | | |